

House Subcommittee on Education Finance

January 21, 2005

Presentation by:

Jennifer Wallace, Executive Director, PESB

What We Do

Since 2000:

- **Voice of practicing educators in policy decisions affecting them**
- **Formal Advisory to State Policymakers on Preparation, Certification, Professional Growth**
- **Oversee Basic Skills and Subject Knowledge Tests for Teachers**
- **Administer Alternative Routes to Teaching Program**

Who We Are

Our Members:

- **8 teachers**
- **3 principals**
- **1 paraeducator**
- **1 superintendent**
- **3 college of ed**
- **2 educational staff associates**
- **parent**
- **citizen**
- **SPI**

Strengths of Washington's Single-Salary Allocation Model

- Intentionally objective
- Based on level of education and experience
- Intended to allow districts equal ability to attract and hire teachers
- No penalty for hiring more experienced (costly) teachers.

Limitations of Washington's Single-Salary Allocation Model

- No recognition of cost-of-living differences among districts
- Creates no incentives related to service in high-need districts or schools (e.g. low performing, critical shortages)
- Based on credits and time, yet system of educator development is increasingly based on performance

Movement toward performance-based system of teacher development

- 1997: State Board of Education adopted WAC to establish a new, performance-based system of educator preparation and certification.
- Stated Purpose: “To ensure that educators can demonstrate a positive impact on student learning”
- Includes new standards for preparation programs, new certification standards for teachers

Movement toward performance-based system of teacher development

	Previous System	System WA is Implementing
First-Tier Certificate	Initial Certificate Successful completion of generally uniform sequence of course requirements	Residency Certificate (effective 2000) Completion based on prospective teacher demonstrating they have met state-defined knowledge and skill standards, including positive impact on student learning
Second-Tier Certificate	Continuing Certificate Any Master's Degree or BA+45 credits	Professional Certificate (effective 2001) Completion based on demonstrated competency against uniform standards. Can be completed in as little as 15 credits.

Movement toward performance-based system of teacher development

	Previous System	System WA is Implementing
Professional Development / Continuing Certification	150 Clock Hours every five years - individually determined	150 Clock Hours – aligned with Knowledge and Skill Standards (WAC 180-78A-540) or Salary-Related Criteria (RCW 28A.415.023) OR 7-district pilot to use Approved Professional Growth Plans for certificate renewal

A salary allocation model based on credits and time is misaligned with emerging system of teacher development that is performance-based

Previous System	System WA is Implementing
Based on courses, credits and time	Performance-based; requires demonstrated competency

Example 1: Previous System:

A 4th-year teacher meets requirements for second-tier (continuing) certificate by accumulating any 45 credits –

K-12 Salary Allocation Schedule For Certificated Instructional Staff
2003-04 School Year

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 or PHD
0	29,149	29,936	30,752	31,568	34,192	35,881	34,947	37,570	39,262
1	29,540	30,339	31,165	32,019	34,669	36,350	35,335	37,985	39,665
2	30,060	30,870	31,709	32,633	35,289	36,995	35,901	38,556	40,262
3	30,747	31,574	32,429	33,302	36,069	37,833	36,630	39,306	41,071
4	31,285	32,151	33,017	34,018	36,724	38,510	37,208	39,914	41,701
5	31,840	32,716	33,594	34,655	37,365	39,196	37,798	40,509	42,340
6	32,251	33,108	34,016	35,131	37,827	39,667	38,213	40,910	42,750
7	33,139	34,012	34,937	36,118	38,868	40,769	39,185	41,934	43,836
8	34,202	35,122	36,069	37,348	40,135	42,106	40,414	43,202	45,172
9		36,272	37,266	38,591	41,443	43,481	41,656	44,510	46,548
10			38,477	39,898	42,788	44,894	42,964	45,855	47,960
11				41,243	44,196	46,344	44,309	47,263	49,410
12				42,545	45,642	47,854	45,707	48,708	50,921
13					47,123	49,401	47,154	50,189	52,467
14					48,611	51,006	48,644	51,775	54,073
15					49,876	52,333	49,908	53,121	55,479
16					50,873	53,379	50,906	54,183	56,588

Example 1: New System:

A 4th-year teacher meets requirements for second-tier (professional) certificate. Her “core” involves no formal credits and she completes the program with only the 15 credits for her preassessment and culminating seminar.

K-12 Salary Allocation Schedule For Certificated Instructional Staff
2003-04 School Year

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 or PHD
0	29,149	29,936	30,752	31,568	34,192	35,881	34,947	37,570	39,262
1	29,540	30,339	31,165	32,019	34,669	36,350	35,335	37,985	39,665
2	30,060	30,870	31,709	32,633	35,289	36,995	35,901	38,556	40,262
3	30,747	31,571	32,429	33,322	36,069	37,833	36,630	39,306	41,071
4	31,285	32,151	33,017	34,018	36,724	38,510	37,208	39,914	41,701
5	31,840	32,716	33,594	34,655	37,365	39,196	37,798	40,509	42,340
6	32,251	33,108	34,016	35,131	37,827	39,667	38,213	40,910	42,750
7	33,139	34,012	34,937	36,118	38,868	40,769	39,185	41,934	43,836
8	34,202	35,122	36,069	37,348	40,135	42,106	40,414	43,202	45,172
9		36,272	37,266	38,591	41,443	43,481	41,656	44,510	46,548
10			38,477	39,898	42,788	44,894	42,964	45,855	47,960
11				41,243	44,196	46,344	44,309	47,263	49,410
12				42,545	45,642	47,854	45,707	48,708	50,921
13					47,123	49,401	47,154	50,189	52,467
14					48,611	51,006	48,644	51,775	54,073
15					49,876	52,333	49,908	53,121	55,479
16					50,873	53,379	50,906	54,183	56,588

Example 2:

Because a performance-based system can assess prior knowledge and experience and adjust requirements accordingly:

Teacher 1: completes teacher prep program in 27 credits - achieves residency certificate

Teacher 2: completes teacher prep program in 62 credits - achieves residency certificate

K-12 Salary Allocation Schedule For Certificated Instructional Staff
2003-04 School Year

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 or PHD
0	29,149	29,936	30,752	31,568	34,192	35,881	34,947	37,570	39,262
1	29,540	30,339	31,165	32,019	34,669	36,350	35,335	37,985	39,665
2	30,060	30,870	31,709	32,633	35,289	36,995	35,901	38,556	40,262
3	30,747	31,574	32,429	33,392	36,069	37,833	36,630	39,306	41,071
4	31,285	32,151	33,017	34,018	36,724	38,510	37,208	39,914	41,701
5	31,840	32,716	33,594	34,655	37,365	39,196	37,798	40,509	42,340
6	32,251	33,108	34,016	35,131	37,827	39,667	38,213	40,910	42,750
7	33,139	34,012	34,937	36,118	38,868	40,769	39,185	41,934	43,836
8	34,202	35,122	36,069	37,348	40,135	42,106	40,414	43,202	45,172
9		36,272	37,266	38,591	41,443	43,481	41,656	44,510	46,548
10			38,477	39,898	42,788	44,894	42,964	45,855	47,960
11				41,243	44,196	46,344	44,309	47,263	49,410
12				42,545	45,642	47,854	45,707	48,708	50,921
13					47,123	49,401	47,154	50,189	52,467
14					48,611	51,006	48,644	51,775	54,073
15					49,876	52,333	49,908	53,121	55,479
16					50,873	53,379	50,906	54,183	56,588

Example 3:

Teacher 1: Accumulates 150 clock hours to maintain certificate

Teacher 2: Serving as mentor teacher and chair of district's math curriculum committee. District doesn't award clock hours for this, so she must scale back on those activities to quickly go pick up some clock hours to maintain her certificate.

Teacher 3: Employed in one of 7 districts piloting use of Professional Growth Plans for continuing education / certificate maintenance. Successfully-completed PGPs are awarded 150 clock hours.

Example 4:

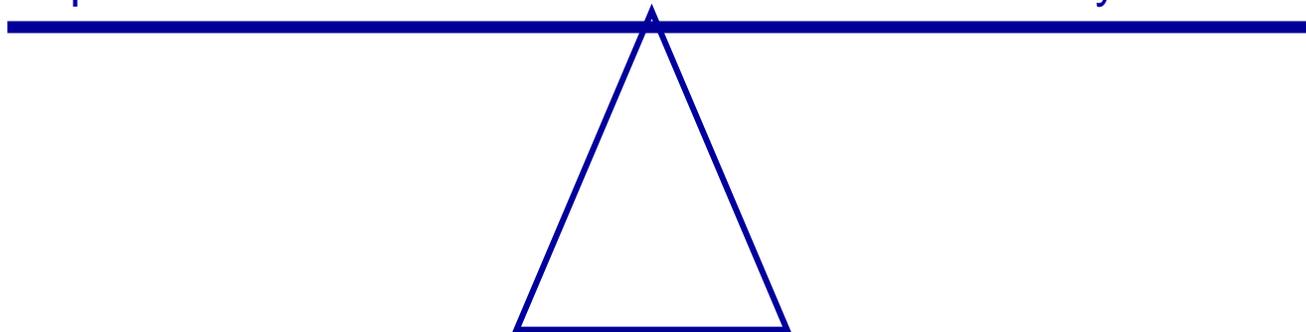
Teacher 1: Awarded additional subject-matter endorsement after completing 18-credit higher education program. Can apply that 18 credits toward movement up salary schedule.

Teacher 2: Awarded additional subject-matter endorsement after successfully passing the Praxis II subject knowledge test. Earns no credits toward salary schedule.

- All teachers must attain the same standards required by the state, but they do not attain the same salary eligibility when they do.
- Ideally, what the state requires should be reflected in the system by which it compensates.

Achievement of
State Requirements

Eligibility on State
Salary Allocation Model



Knowledge and Skill-Based Pay (KSBP)

- *Acquisition* of Knowledge and Skills
- Ties compensation to:
 - Certification Levels (residency, professional cert)
 - Demonstrated Professional Growth (continued cert, added subject endorsement)
 - Career Growth (lead teacher, mentor)
 - Increased Responsibility (curriculum development)
 - Professional Achievement (National Board Cert)

Knowledge and Skill-Based Pay (KSBP)

- KSBP MUST be based on:
 - Clear, specific, measurable skills
 - Well-defined and communicated – not a shifting target
 - Directly related to state/district/school needs
 - Objective, sound, credible assessment system
 - Defining when desired knowledge and skill have been obtained

Differential Pay

- *Distribution* of Knowledge and Skills
- Compensation that may recognize:
 - Cost-of-living differences (e.g. mortgage assistance)
 - Market-based factors (e.g. signing bonus for teaching subject or geographic shortages)
 - Teaching in high-need, low-performing, or hard-to-staff schools

Alternative Compensation Systems in WA

- State-paid bonuses – National Board certified teachers. \$3,500 / year
- State Teacher Assistance Program (TAP) - mentor teacher stipends. Stipend amount determined by districts.
- Some districts - additional compensation for mentorship or curriculum leadership roles.
- Other local innovations also may be occurring.
 - no statewide data source for locally bargained incentives.

Next Steps: Designing and Implementing Compensation Reform

“Compensation reform tends not to succeed as an overnight, single leader-driven proposal. States and districts that hastily developed proposals, that did not follow a solid design and development process, and subsequently failed are finding it difficult to reopen the conversation.”

■ *Allan Odden of CPRE at PESB Forum*

Designing and Implementing Compensation Reform

- Successful Development and Implementation (CPRE):
 - Involvement of All Key Parties
 - Broad agreement on desired results
 - Solid, objective system for evaluating desired results
 - Adequate, stable funding
 - No quotas – equal opportunity
 - Management and labor positive relationship
 - Commitment and persistence

Designing and Implementing Compensation Reform

- Questions for Broad-Based Task Force to Address:
 - Modify current SAM versus continuing to add “bumps”?
 - Begin with district pilots?
 - How transition / phase in?
 - Relationship to current use of TRI?
 - State limitations on local bargaining agreements a barrier?
 - What about ESAs?
 - How evaluate success of pilots / new model?

Examples of re-structuring of schedule / add-on approaches

Full Knowledge- and Skill-Based Pay Plus Additions

	Step	BA	MA	MA+90 or PhD
Entry	1	\$\$	\$\$	\$\$
	2	\$\$	\$\$	\$\$
Basic	1	\$\$	\$\$	\$\$
	2	\$\$	\$\$	\$\$
Career	1	\$\$	\$\$	\$\$
	2	\$\$	\$\$	\$\$
	3	\$\$	\$\$	\$\$
	4	\$\$	\$\$	\$\$
	5	\$\$	\$\$	\$\$
	6	\$\$	\$\$	\$\$
	7	\$\$	\$\$	\$\$
	8	\$\$	\$\$	\$\$
Master	1	\$\$	\$\$	\$\$
	2	\$\$	\$\$	\$\$
	3	\$\$	\$\$	\$\$
	4	\$\$	\$\$	\$\$
Advanced	1		\$\$	\$\$
	2		\$\$	\$\$
	3		\$\$	\$\$
	4		\$\$	\$\$

Can include additional pay based on state or local identified knowledge- and skill-based or other differential factors, including:

- Added endorsement
- Teaching in subject shortage areas (math, bilingual, special education) or hard-to-staff schools (rural/remote or low-performing)
- Regional cost of living adjustments
- National Board certification
- Addition of skills needed as part of improvement plan (e.g., technology skills)
- Leadership roles within schools (instructional leader, curriculum specialists, mentor)

An Add-On Approach to Existing Structure

Step	BA	MA	MA+	Knowledge and Skills
1				Developing Professional +5%
2				Proficient +10%
				Advanced +15%
n				National Board Certified +20%